DOCUMENT RESUME

ED 365 749 UD 029 644

TITLE	The Spirit of Excellence. Each One, Reach One. A Program Manual.
INSTITUTION	National Black Child Development Inst., Inc., Washington, D.C.
PUB DATE	91
NOTE	36p.
AVAILABLE FROM	National Black Child Development Institute, 1023 15th St., N.W., Suite 600, Washington, DC 20005.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Academic Achievement; African Culture; *Black Students; Demonstration Programs; *Disadvantaged Youth; Elementary Secondary Education; *Excellence in Education; Family Involvement; Guides; Mentors; Minority Group Children; *Parent Participation; Program Effectiveness; Role Models; Self Esteem; Skill Development; *Tutoring; *Volunteers; Volunteer Training
IDENTIFIERS	African Americans; *Each One Reach One Program; National Black Child Development Institute

ABSTRACT

Because disadvantaged children rarely receive extra assistance or encouragement, the National Black Child Development Institute created Each One, Reach One: The Spirit of Excellence, a comprehensive tutorial program designed to improve the academic skills and self-esteem of African American children to help them achieve. The program, originally launched in two national demonstration sites in Detroit (Michigan) and Greensboro (North Carolina), was designed to use the whole community to give special attention to children whose family resources are limited. Five factors are emphasized in helping children learn: (1) parent and family involvement; (2) role models from all facets of the community; (3) personal commitment from volunteers; (4) safe and stimulating settings and one-on-one tutoring; and (5) an emphasis on the rich traditions of African culture. More specific guidelines for program implementation are given, including advice on recruiting and retaining volunteers and program evaluation. This manual provides the schools with ways of establishing an outstanding tutorial program. Five selected resources are listed for further reading. (SLD)

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The Spirit of Excellence

Each One, Reach One

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A Program Manual
of the
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The National Black Child Development Institute gratefully acknowledges the support of the W.K. Kellogg Foundation, The William Penn Foundation, and the John D. and Catherine T. MacArthur Foundation whose generous support made the publication of this manual possible.

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EACH ONE, REACH ONE

Each child needs to know

there is somewhere they can go

Reach out - lend a hand

help children understand

Sometimes a word or smile

does so much for a lonely child

Teach a child what you know

watch as their interests grow

There is no price that can be placed

on helping save the human race

Each one do your part

Reach one from the heart

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GUIDING PRINCIPLES

For a disadvantaged child, a good education can be the passport out of poverty. Although public school education is extremely important, for many children, regardless of race, often it is not enough. There is now a growing recognition of educational needs beyond those fulfilled by the public school system. Middle class families often supplement their children's education with private tutors, test training workshops, and summer enrichment programs, thus enabling their children to succeed. Yet disadvantaged children rarely receive extra assistance or encouragement. For this reason, in 1988 the National Black Child Development Institute (NBCDI) created **Each One, Reach One: The Spirit of Excellence**, a comprehensive tutorial program designed to improve the academic skills and self-esteem of African American children and help them to achieve. **Each One, Reach One: The Spirit of Excellence** was initially launched in two national demonstration sites: Detroit, Michigan and Greensboro, North Carolina. The program was designed to utilize the whole community -- its churches, civic groups, and public service organizations -- to give special attention to children whose family resources are limited.

In conjunction with **Each One, Reach One: The Spirit of Excellence**, NBCDI has developed a set of guiding principles to enable individuals involved with tutorial programs to help our children learn. NBCDI's plan emphasizes five factors as critical to helping African American children achieve. First, since parents are their children's earliest teachers and role models, it is important to include the child's parents and extended family in any supplementary educational plan. Parental and familial involvement provides the child with a more integrated learning experience, reflecting the reality that our children are constantly learning -- both within and beyond the classroom. Parents are excellent monitors: they can ensure that children are keeping up in school and with their tutoring assignments. Finally, since children naturally desire to please their parents -- parental involvement provides an extra motivation for children to strive to meet new academic goals.

Second, NBCDI recognizes that what makes a person a positive role model for children are the values he or she represents outside of the volunteer tutorial program. Children learn a great deal from what they see, and often imitate the behavior of others. A volunteer tutorial project should strive to include a broad array of role models whose accomplishments and personal integrity demonstrate that one's value in society depends on more than the size of one's pay check. NBCDI strives to include <u>all</u> members of the community in **Each One, Reach One: The Spirit of Excellence**. By including diverse role models from <u>all</u> facets of the community, we hope to restore our children's respect for the honest laborer in our communities, including the janitor, the hairdresser, the store clerk and the postal worker, and dispel the myth of the 1980s that wealth and power are all-important. In addition, while the participation of adult Black tutors will provide positive Black role models for the children, the program should strive to include men and women of all races, so children learn, through positive interaction, how to function in a multicultural society.

Third, volunteers must understand that working with disadvantaged children requires a tremendous degree of personal commitment. Because their lives are often characterized by instability, these children must be able to rely on continuity and stability in their relationships with volunteers. When a child forms a relationship with a tutor, it is based on trust and dependence. Therefore, the relationship must be safeguarded and treated with respect. The tutors must also recognize that often, the children with whom we work are dealing with more than just academic problems. Many of the children may face violence within the home, feel pressure to use drugs or join gangs, or suffer from health problems that have gone undiagnosed. Volunteers must understand that the needs of each child vary, and some will require more attention than even the most caring volunteer can provide. Volunteers must be alert to these situations, and be able to make appropriate outside referrals, when necessary. Finally, volunteers must always maintain high expectations for the success of every child -- so the children themselves are motivated to achieve.

Fourth, NBCDI has designed **Each One, Reach One: The Spirit of Excellence** to create a productive atmosphere for learning while avoiding the formalism and rigidity that often turn children off from school. Begin with the learning space itself: use your imagination to create a setting that is both stimulating and functional. Make the space vital and colorful by displaying artwork generated by the children and purchasing or borrowing fun educational toys and games. For the protection of the children, NBCDI strongly recommends using a library, classroom, or church as a setting for your **Each One, Reach One: The Spirit of Excellence** program. A safe, special setting is particularly important to those children from homes which cannot provide such an atmosphere. In addition, the program should include one-on-one instruction in which tutors can pinpoint each child's strengths and weaknesses. Tutors can use this information to help the children set goals for themselves, and then structure an individualized learning plan accordingly. Group activities and special outings should also be included. It is through interaction with other children and adults that children learn important behavioral skills. Activity plans should encourage children to think creatively. Avoid the overuse of worksheets, focusing instead on more dynamic learning activities. When teaching children to handle abstract concepts and solve problems, keep in mind that children learn from the concrete to the abstract.

Fifth, an educational plan for African American children must emphasize the rich traditions of African culture. Dr. Kenneth Clark's groundbreaking 1950's study on Black children's self-esteem proved that adverse societal factors tend to undermine Black children's sense of self-worth. To counteract those influences, a tutorial program must teach Black children that they are part of a strong, proud race of people. Tutors of all races must have at least a basic understanding of Black history and culture. Tutors should familiarize the children with the accomplishments of famous Black Americans, both past and present. Programs should utilize culturally sensitive learning materials that include stories and pictures of, and references to, African Americans. (Write for a copy of NBCDI's **African American Family Reading List.**) Finally, the learning space itself should reflect racial pride through

the use of photographs of the children and posters, art, and articles featuring Black Americans and current events in the African American community.

Although these principles do not provide a complete action plan for educating Black children, NBCDI believes that they do cover the most important elements in an effective tutorial project. By utilizing these guidelines, we believe that your program will encourage the children who participate to be more successful in school.

I. INTRODUCTION

This manual is designed to guide you in implementing a tutorial project in your own community, and can be used for both small-scale and large projects. However, you should view the manual as only the beginning of your operational plan -- be creative, and use the imaginative ideas you and your own project team develop.

One of the things that NBCDI likes best about the Each One, Reach One: The Spirit of Excellence project is that everyone can play a role in the project: those young and old, those with little formal education, and those with advanced degrees. Everyone can play a part because there are so many jobs to be filled. This manual is dedicated to the hundreds of volunteers who have committed themselves to the Each One, Reach One: The Spirit of Excellence movement and to helping children improve their academic skills and self-confidence. These individuals include: the busy bank teller who regularly took two hours each week to work with a child; the school janitor who volunteered to keep the heat on late and clean up after the children; the students who chose to enrich their college experience through community service; church volunteers who regularly provided healthy snacks; the storytellers and community leaders who took the time to come and share their magic; and of course, the business people who donated resources ranging from pens and paper to computers. To all of those who have taken the time and energy to care about our children -- NBCDI salutes you!

II. PROJECT DESCRIPTION

The purpose of Each One, Reach One: The Spirit of Excellence is to improve the academic skills of African American children by supplementing their schooling with academic tutoring and additional learning activities. Each One, Reach One provides tutorial assistance primarily to children in kindergarten through the sixth grade. However, you can expand your program to include activities such as tutoring, mentoring, and exam preparation for older students as well.

We believe volunteers can be most effective when they work one-on-one with participating children at least once a week during the school year. The summer academic enrichment program works best when volunteers can meet daily with the children, or all day on Saturdays. Tutors help children prepare homework, study for exams, and build strong basic skills.

The program should also include special group activities that will expose the children to the world around them, thus helping them develop self-esteem and a "can do" attitude. Special activities may include outings within the community (e.g., to a children's museum, a concert, or a baseball game), or special speakers who can expose the children to art, music, and literature.

Whatever program you design, be sure to involve the children's parents and/or guardians. Invite them along to outings, sponsor orientation meetings, and encourage them to volunteer. Ideally, parents will continue the learning activities you have begun during tutorial sessions in their own homes.

III. ORGANIZING A PROJECT

There are basically three phases in starting a tutorial project: planning, implementation, and expansion. The planning phase may take anywhere from one month to one year, depending on the size of the project and your goals. The implementation phase is, of course, what we are all striving towards -- when the children start streaming through the door for their first session. Ordinarily, program administrators are always planning for expansion, although you may not want to focus on this aspect until you feel comfortable with the program you have.

A. GETTING STARTED -- BACKGROUND ACTIVITIES

1. Needs Assessment

Your initial step should include an assessment of the need for a tutorial project in your community. First, determine your scope: if you are in a large city, you may focus on a particular neighborhood, at least to start. If you are in a smaller town, you may want to run a city-wide project and start with two or three sites strategically located in different neighborhoods. You probably know what area presents the strongest need, but if not, consult recent Census data or newspaper clippings, or call the local school board or social service agencies. Find out if there are any other tutoring or social service programs presently serving the area you have targeted. You may find that your efforts could be better spent elsewhere if there are already a number of programs serving the area. Check with the other programs first, however, because they may be unable to meet the demand alone, and may welcome your help. It is useful to consult school principals, PTA members, agency administrators, community leaders, and clergy members on this matter. Ideally, you'll convince them to "buy into" the project now, so that later you can call on them for resources and support, and to "spread the word."

Once you have selected your target area, gather information for a profile of the children you will serve. How old are they? What schools do they attend? How are they "at risk" and what problems face their families (poverty, crime, drugs)? How many children are in need, and realistically, how many can you hope to serve? How are they performing on standardized tests?

The resulting profile will guide you in developing your program plan. The profile is also used to "sell" the project to your community by presenting a graphic picture of the need. Finally, the profile information is important in evaluating the program's impact on the children.

2. Establishing a Structure

It is useful at this point to compile a list of committees to which you can delegate specific tasks. Overall, the program plan looks intimidating, but when broken down into specific tasks, it becomes more easily manageable. A word of caution: initially, it may be tempting for one to two dedicated people to try to run this program. You will soon find that maintaining the program will be difficult, if not impossible, with so few resources. Therefore, it's a good idea to form a project Steering Committee.

The *Steering Committee* is composed of six to fifteen individuals who are ultimately responsible for the project. To ensure success, seek a diverse membership of people who will be able to contribute their expertise and understanding of the community, and who can tap into a variety of resources. You will also need a strong, capable chairperson, with ready access to resources and a commitment to getting the job done well. NBCDI recommends that your Steering Committee include: parents, business leaders, elected officials, members of the media (print and broadcast), and community leaders, as well as specialists such as lawyers and public relations experts.

The *Steering Committee* will oversee specific working committees. You may want to assign Steering Committee members to chair these other committees. Beware! While committees are useful in getting tasks accomplished, you don't want to overwhelm volunteers with too many committee assignments. Try to keep things streamlined, as suggested below.

> *The Recruitment Committee* will oversee recruiting of children and volunteers. Look for personable volunteers who are effective communicators to fill this committee.
>
> *The Service Committee* will be responsible for much of the content of the tutorial program. Try to divide the members into subcommittees which will oversee: (1) a program of volunteer training; (2) curriculum and activities development; and (3) publicity. Look for people with creativity and energy to fill this committee. In addition, try targeting people such as management trainers, educators, and public relations specialists for the individual subcommittees.
>
> *The Fundraising Committee* will develop a general plan to raise money through grant proposals, personal appeals, and special events. This committee will work closely with the project director to anticipate future

budgetary needs. (Send for NBCDI's publication, ***Community Empowerment: A Guide to Fundraising,*** for additional guidance in this area.) Look for people with fundraising experience who are well-connected in the community to fill this committee.

3. A One-day Retreat

If possible, it's a great idea to sponsor a retreat before you really get started. Try to set aside a full Saturday, and plan both morning and afternoon sessions. Invite steering committee members, committee chairpeople, and any other community leaders you think could be helpful in terms of developing resources.

A retreat provides the opportunity for the program's "key players" to meet, talk about program goals, and develop the specifics of your operational plan. Plan the retreat at a nearby community center, church meeting room, or hotel, if you can afford it. The goal is to take people away from their daily distractions so they can concentrate on the program plan.

Allocate time to discuss the following issues:

Recruitment - How will you recruit students, parents, and volunteers? Be specific.

Training - How will you train volunteers to tutor students? Will you develop a a cadre of 'tutor trainers' so that the volunteer coordinator isn't solely responsible for this component?

Tutorial Activity - How will you monitor the sites? How will you match tutors with children? When will tutoring occur? How will you communicate with teachers, schools, and parents? What will your summer and school year programs involve?

Cultural Enrichment - What kinds of cultural activities would you like to sponsor? Can you develop a "talent bank" of special presenters? Who will coordinate these activities?

Parental Involvement - How will you choose to bring parents of participating children into your program plan?

Public Relations - How will you publicize your program?

Evaluation - What data do you want to collect? How will you get it? How will you use it? What is confidential? Who will help you plan this?

Fundraising - If you find that you need to raise funds, think about which foundations, corporations, local businesses, and individuals you can solicit for funding. What

kinds of special events may generate revenues? Caution: Remember that this is a "volunteer" project. Do not spend more energy on fundraising than your needs require.

If your retreat goes as planned, you can hope to leave with a detailed organizational plan.

This should include:

- a projected timetable;
- appointments to committees;
- specific committee assignments; and
- timetables for tasks to be completed and who will complete them.

Keep careful notes on the retreat proceedings because you don't want to forget ideas or lose commitments made during the meeting.

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Suggested Retreat Agenda

I. Opening Remarks, Introductions

The Program Director should provide a brief description of the program, as well as an overview of what will be covered during the course of the day.

II. Program Description

Present the research data you've gathered on your area.
Highlight your goals and objectives.

III. Brainstorming

Use the sample questions, above, as a guide. Ask participants for ideas on how to accomplish each program component. If available, use a flip chart or blackboard to list the ideas. This is the brainstorming phase, so feel free to proceed quickly among points.

***** Break for lunch *****

IV. Developing an Implementation Strategy

Divide into groups and assign each group a program component from the list of questions, above. Using the information gathered from the brainstorming session as a guide, ask each group to provide details on how they plan to accomplish the task(s). After the groups have met for 20-30 minutes, ask each to report their action plan back to the full group.

V. Strategies for Success

If time allows, stay in small groups to discuss other programs with which participants are familiar that have been successful. Ask participants to recall what made the program work; report back on suggestions that might be helpful to your program.

VI. Anticipated Problems and Solutions: Implications for Program Design

Ask participants to think about what goes wrong in volunteer direct service projects. Categorize these problems and get the group to think about how to avoid similar pitfalls.

VII. Conclusion

Briefly summarize the day's findings and recommendations. Ask for participants to sign up for a committee if they haven't done so already, and ask participants what they or their agency can do to help.

B. LOGISTICS

You didn't think we would leave all those questions about designing a program unanswered, did you? The following guide should help you put the foundations of your program in place.

1. Budgeting

As you think about the scope of your proposed project, consider the budgetary implications. To avoid failure -- not to mention angry creditors and disappointed children -- your program's initial scope must be compatible with your ability to raise the necessary funds. Don't make the mistake of promising to deliver more than your funds or capabilities allow.

If your project is being funded by a grant, the funded budget is your baseline. Grant money is often allocated to individual line items, in which case you don't have discretion in how to spend it. However, if your grant isn't restricted, your Steering Committee will have to decide how to allocate the funds. If the approved budget is insufficient, set your fundraising committee to work.

If you're not working from a grant, organize a meeting with the steering and fundraising committees to develop projections for what you can hope to raise in your first year, and thereafter. A sample budget which details some of the major line items follows this section. Since costs vary widely depending upon such factors as quantity of goods and geographical area for services, you will have to decide the scope of your project first, and then call for estimates from service providers in your area in order to complete your proposed budget.

Be sure to create a special bank account for your program, and keep your Each One, Reach One: The Spirit of Excellence money separate from all other personal or organizational funds. Contact the IRS to obtain an organizational bank identification number. Do not use a personal social security number: first, it's illegal; and second, it can lead the IRS to think that grants to the project were "personal income."

Remember:

- Obtain estimates for all activities in advance for an accurate budget.
- Keep track of all donations (donations may include items such as school supplies, snacks, transportation, a site for your program, etc.). Estimate the fair market value for these items and keep a record of how much "in-kind" financial assistance you raise. Also, maintain a complete list of your donors and grantors.
- Keep track of deadlines if you have received funds and must report back to funders on their use.

- Review your budget regularly in order to monitor your expenses. Develop a system and stay on top of your finances to avoid derailing your program.

A sample budget might include the following line items:

Staff

Project Director
Volunteer Coordinator
Administrative Assistant
Fringe Benefits

Office

Rent
Furniture
Printing
Postage
Telephone
Supplies
Equipment Rental
Liability Insurance
Accounting Services
Janitorial Services
Miscellaneous

Program

Site Rentals
Recruiting
Resource Materials
Training (volunteers)
Local Travel (for staff and volunteers)
Kick Off and Other Events
Trips for Children
Consultants Fees (evaluation, training, etc.)

Public Relations

Signs, flyers
Public Service Announcements
Brochures
Volunteer Rewards
Tee-shirts, mugs, or other gifts

Miscellaneous

Conferences, Seminars, Subscriptions
Retreat (rental and luncheon)

2. Staffing

If you have received a sizeable grant, you will want to hire project staff. The Steering Committee can be responsible for interviewing and selecting project staff. If funds allow, NBCDI recommends filling three positions: Director, Volunteer Coordinator, and Administrative Assistant. Salaries should be commensurate with the applicant's experience. With three staff members, no single individual will be overwhelmed by the task of implementation.

The *Director* will oversee the project and work closely with the Steering Committee in planning and implementing all program activities. In hiring, look for an energetic and creative individual with community-organizing and management experience. Make sure he or she is good with details!

The *Volunteer Coordinator* will be primarily responsible for recruiting, training, and communicating with program volunteers. This individual should be personable, diplomatic, and enthusiastic. The person should also have excellent communications skills and must be able to keep up-to-date with her volunteers.

The *Administrative Assistant* will assist the other program staff by carrying out clerical and other duties as necessary. Look for someone who has a high-energy level and who will be willing to assume new responsibilities as the program expands.

Initially, you may only have enough money to hire a Director. In this case, the Director's qualifications will be all the more important. The ideal applicant is someone who: knows the community, has a background in education, and can recruit volunteers and work effectively with others. If your committee members are strong in a particular area, you can focus on other qualities in your Director. Ideally, the Director should be hired early enough to assist with the retreat, establish an office, and help in the selection of other staff, if applicable.

You may also be able to find college or graduate students to work as interns in exchange for academic credit. Senior citizens' programs may identify volunteers, or job corps programs may supply individuals to work at reasonable rates in exchange for job training.

3. Establishing an Office

If your project receives a grant, you will need to rent an office space and purchase supplies. Otherwise, you will have to seek donations.

Office: Find a space large enough to accommodate your staff. If you do not have grant funds covering rent, you may be able to find donated space from a church, social service agency, or local Housing Authority. The location of your office space is important. Is it convenient for volunteers to visit? Does it provide easy parking? Is it in or near the community you serve? Is it a safe environment for coming and going at all hours?

Furniture: You will need desks, chairs, storage cabinets, and bookcases. Again, look for donations if you aren't funded through a grant.

Equipment: A computer saves tremendous time and energy in organizing a project such as Each One, Reach One. Mailing on a mass scale, monitoring a detailed budget, tracking information on students and volunteers, and collecting data are all relatively easy with the proper software. You'll also need a typewriter for quick letters, labels, and envelopes. If funds allow, try to rent a postage machine and a copy machine too. Alternatively, arrange to use a nearby copy machine.

Telephones: The telephone is your most important means of communication, so allocate enough resources for a quality system. If you anticipate heavy use, get two or three lines, or at least order "call waiting." An answering machine or service is invaluable, especially in a one-person office.

Supplies: As with any office, you will need basic supplies: paper, pens, typewriting ribbons, computer disks, etc. Order stationery printed with the project name, address, and phone number, as well as the names of staff and/or steering committee members.

4. Record-keeping

Efficient record-keeping is critical to maintaining an orderly program. Though time consuming, it will pay off in the long run by providing the basis for evaluations and reports.

Children - Have each child or the child's parent complete a registration sheet to start his or her file. Give the site monitors a list of every child enrolled at their sites, and have attendance taken at each session. Then, if a child is absent, you can send a note home reminding him or her of the next session. This will also inform your evaluation process by indicating whether a child dropped out or did not

receive the full impact of tutoring due to chronic absences. You can flag such problems early, if you review your records.

Volunteers - Keep track of who has completed training so you know who is ready to be assigned as a tutor. Site monitors should keep track of the tutors' attendance to make sure they are living up to their time commitment. If you use a volunteer sign-in sheet at the program sites, program staff can use the sheets to compute the total hours of volunteer time donated.

Parents - Keep in contact with parents of participating children and keep records of parent conferences. This information will help you track parental involvement over the course of the project, and assist in evaluating the program's overall effectiveness.

Record-keeping should be integrated into your office's daily routine. If you have a computer and a willing volunteer, the information can be entered into a computerized record. If you are keeping folders on the children or volunteers, just file the information for future computation.

We suggest you develop a special form to document conversations between program staff and parents, teachers, or volunteers about the children. You can then file the form in the child's folder. This way you will have a valuable record which identifies each child's particular circumstances. Refer to the record if problems arise, and to make reports to the child's parent, teacher, or tutor. But don't forget that such records are <u>confidential</u>: children's grades, or your referrals to other agencies, is information for staff, parents, and tutors only.

5. Locating Project Sites

The site you choose for your project activities is important to your success. The facility should be an interesting place, full of books and educational games, where children will want to come and stay. Because many of the children will come from homes where such items are not available, you should strive to make the tutorial site extra special. Make sure that the site is located in an area that will be safe for both the children and the volunteers.

Schools will often provide appropriate rooms for use immediately after school. Check with libraries, YMCAs, YWCAs, churches, housing projects, colleges, and social agencies. Each location offers special advantages: a library offers a vast array of books and other learning tools; a school may have a computer room; a church may have an auditorium for performances and special speakers; and the housing authority may have a recreation center for athletic activities.

Be practical in choosing your site. For a summer program site, look for a room with air conditioning, and be sure there is adequate heat for your winter site. Since the size of your

group is likely to expand as more people hear about you, pick a site that can accommodate growth. You may have a perfect setting but if it is too far for children to walk, it is probably impractical. Remember, the time change in the fall causes it to get dark early, and children should be off the streets at night.

Occasionally, sites may want to charge for rent, janitorial clean-up, or heat and air conditioning. If you lack adequate funds, ask the appropriate Administrator at the site to donate the services and list the organization as an in-kind contributor in your budget.

6. Insurance

You are liable for the safety of the children in your care. Therefore, it is imperative that you obtain student accident insurance. Often, the site where you hold the tutoring program will have already insurance that can be extended for your use -- public schools included. Develop a specific contractual arrangement to avoid unpleasant surprises in case something does go wrong.

If you must get independent coverage, shop around for estimates. Since premiums reflect the safety of the program site, you will want to make safety considerations (i.e., the number of fire sprinklers, the expected number of people using the space and at what times, etc.) part of the site selection process.

When seeking estimates, consider the special activities you have planned. If you've planned an event using a public facility, the city will expect you to be insured for the day's activities. Find out in advance if your host site will let you pay for coverage on its policy so you can avoid the high costs of an independent policy. Finally, if you plan to take the children on field trips, obtain signed permission slips from parents or guardians first.

C. RECRUITING CHILDREN

Student recruitment should flow naturally from the groundwork laid when you introduced Each One, Reach One: The Spirit of Excellence to your community. When you made the initial needs assessment of community children, you pinpointed needy children either by school or by neighborhood. Now is the time to contact those children and their families and sign them up!

It is especially important at this preliminary stage to make a favorable impression on parents, as they may be reluctant to get involved unless they are convinced this will be a worthwhile venture. Presentation is very important; be sure you have a detailed, professional-looking informational package assembled that you can distribute to parents. In addition, assure parents that their children will be safe and well-cared for in the program.

Don't forget the children themselves when it comes to promoting the project. Unless they are interested, you'll face an up-hill battle all the way! Therefore, in promoting the project, strive to balance the program's serious goals with the more entertaining aspects: special events, field trips, and structured play time.

How you structure the parental involvement component depends on your view of how much involvement is realistic. For example, in one of NBCDI's projects, parents or guardians come to the Each One, Reach One: The Spirit of Excellence office for an evening meeting to enroll their children in the program. At the meeting, a staff member requests that parents fill out consent and health forms for their records. In another project, children sign-up through their teachers or principals, and parents or guardians send in signed permission slips. Parents and guardians are then encouraged to attend meetings or stop in for a status check when they pick up the child.

Student recruitment will be simplified thanks to the contacts you made with school officials, community leaders, parent groups, and others during the groundwork stage. Your recruiting strategy will depend on where you have the strongest contacts. For example, if you have a strong ally in a school principal in the target area, he or she will be able to help immeasurably. Every parent knows the principal, so if he or she introduces the project to parents and endorses the program, parents will feel more secure about enrolling their children. The principal can also ask teachers to send informational materials home with students or ask the PTA to help distribute applications.

If you have special connections somewhere else, use them! One of NBCDI's affiliates worked with a local church and persuaded the minister there to endorse the project during a Sunday sermon. Again, with such a credible endorsement, parents were quick to sign up their children. The same reasoning applies wherever you have connections: the local housing authority, tenant association, or social service agencies.

Have your Recruiting Committee work from the implementation plan you developed at the Each One, Reach One: The Spirit of Excellence retreat. Develop a simple registration form to distribute to children and parents. The form should be imprinted with your address and phone number so they can be mailed back or dropped off at the office.

You might also consider Public Service Announcements which describe the project and include the Each One, Reach One: The Spirit of Excellence office telephone as an effective recruiting tool. Explore the possibility of advertising the project on the television "Community Bulletin Board" or on cable television. Post signs publicizing Each One, Reach One: The Spirit of Excellence in libraries, YMCAs, YWCAs, supermarkets, shopping malls, and other public areas. Finally, if you have a big kick-off celebration for the program, include a sign-up booth for both children and volunteers.

TUTORIAL PROJECT STUDENT REGISTRATION FORM

Provide one copy of this form to the parent and keep one copy for your records.

STUDENT NAME:_____
GRADE:_____ **AGE:**_____
PARENT NAME:_____
ADDRESS:_____

_____

PHONE: DAYS (___)_____ **EVENING (___)**_____

SCHOOL:_____

SUBJECTS IN WHICH STUDENT WISHES TO BE TUTORED:_____

_____

_____

BEST TIMES:_____
TUTOR'S NAME:_____
ADDRESS:_____

_____

PHONE: DAYS (___)_____ **EVENING (___)**_____
TUTORIAL SITE:_____
MEETING DAY: _____ **TUTORIAL HOURS:**_____

I, _____, as the parent/legal guardian of _____, hereby give my permission for my above-mentioned child to participate in **Each One, Reach One: The Spirit of Excellence.**

I understand that the Tutorial Project will be held only at the designated times and places listed. I will be responsible for getting my child to and from the tutorial site. I have explained to my child that he/she will only meet his/her tutor at the designated place during designated hours. My permission will be requested in writing before my child participates in any field trips conducted as part of this project.

Parent/Guardian's Signature _____

HEALTH DATA SHEET

Child's Name:_____

Parents/Guardian:_____

Address:_____

_____

Phone: Days(___)_____ Evenings(___)_____

Does the child have any handicapping condition that will require special attention from the program staff/volunteers? Yes _____ No _____

If yes, please list the condition(s) here: _____

_____

Please list any special health problems that we should know about: (e.g., vision or hearing problem, asthma, allergies, etc.):_____

_____

Has your child had a tetanus shot: Yes _____ No _____ Date:_____

Please provide the following information in case of an emergency:

Child's Physician:_____

Physician's Phone:_____

Hospital You Prefer:_____

Health Insurance Company:_____

Policy Number:_____

Person(s) to contact in case of emergency:

Name: _____ Relationship:_____

Phone: Days (___)_____ Evenings (___)_____

Name: _____ Relationship:_____

Phone: Days (___)_____ Evenings (___)_____

I give permission to staff/volunteers to seek the proper medical attention should an emergency arise.

Parent/Guardian's Signature _____

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D. VOLUNTEERS: GETTING THEM AND KEEPING THEM

1. Recruiting Volunteers

There are basically two types of volunteers necessary to running an Each One, Reach One: The Spirit of Excellence program. Most volunteers will of course serve as tutors; but other volunteers will contribute in more of an administrative or advisory capacity, by working on various committees, for example.

To get the tutorial program off the ground you will need to recruit: individuals who can train the tutors, the tutors themselves, and site-monitors. In terms of general project support you will need: educational advisors to create age-appropriate learning activities, publicity experts, and fundraisers. In the office, you will need people to interview volunteers and to meet with parents, as well as general clerical help. Don't forget the non-tutors: many people will want to be involved, but some will not have the time or the inclination to tutor the children themselves.

There are many possible avenues to explore in recruiting volunteers. Some ideas follow:

1. After you solicit from within your own organization, seek additional volunteers from churches, Greek organizations, teachers unions, or other service oriented groups. The most effective means of recruiting is through a personal appeal to the target organization.

2. Recruit at area colleges, universities, and high schools. Older students provide excellent role models for younger children.

3. You can also contact corporations and employee organizations within corporations for help. Many corporations regard public service activities as a part of their corporate responsibility and will allow employees to leave work early once a week to meet that obligation.

4. Don't forget that parents are another great source of volunteer energy.

5. Finally, make a genuine effort to locate African American men to serve as tutors, as their participation is very important for boys who lack similar role models at home.

Volunteer recruiting is a lot like student recruiting: presentation is critical. You will need an informational package that gives a vivid picture of the need for volunteers. Your goal is to hook the reader by stressing the need, and the difference an individual can make in the lives of participating children. Explain that you will provide tutors with training and

on-going assistance. This will encourage people who want to volunteer to sign up, even if they feel they are not qualified. Be sure the informational package includes an application so that interested individuals can act immediately.

Timing is very important to an effective recruiting plan. Avoid any significant delay between steps, or you might lose the volunteer. If you have a sizable recruiting committee, this should not pose a problem. After you receive a volunteer application, call the potential volunteer immediately to schedule an interview. Try to schedule interviews for evenings or weekends to avoid conflicts with regular work schedules.

During the interview, be sure to discuss background information concerning your organization and the **Each One, Reach One: The Spirit of Excellence** project, including anticipated program activities. Explain that each tutor will be matched with one student and will remain with that student throughout the program term. Tutors will receive information regarding their students once assignments are made.

The interviewer should explore each applicant's particular interests to determine the type of role for which the volunteer is best suited. During the interview you must assess the applicant's qualifications, skills, and sense of commitment. While the application will give you basic information about the individual's experience and skills, use this opportunity to examine the applicant's interpersonal skills. Take notes during the interview to aid you in matching the volunteer with a child.

Each volunteer must be able to make a solid personal commitment to the program. The level of commitment is just as important as the volunteer's particular skills or interest in helping children. Many of these children have never had a positive, reliable adult in their life. Thus, **Each One, Reach One: The Spirit of Excellence** seeks to provide stable relationships. If an interested volunteer cannot commit to a training program or to a weekly tutoring schedule, try to assign her to an administrative position. Alternatively, you may want to develop a list of "substitute" tutors who can be called upon to fill in for a regular tutor in case of illness. (Substitute tutors should also participate in the regular training program.)

Use the interview as an opportunity to gain feedback from potential volunteers about how they heard about the program. Transfer this information back to your recruiting committee so they can learn what type of publicity works best. Be sure to schedule a time for volunteers to begin their training before they leave the interview, and send a postcard to remind them.

The children's safety is obviously critical to this venture. Although the tutorial sessions will be supervised by Site Monitors (see below), you must still be very careful when selecting volunteers. It is crucial that a police security check be conducted on every potential volunteer. The usual fee for this search may be waived by the police because you are a non-profit organization. The security check will tell you if a volunteer has a history of child molestation or other criminal acts. Explain to prospective volunteers that the program encourages tutors to establish relationships with the children, but only through a program of structured tutoring and group activities.

Try to match the volunteer's particular skills and interests to a child's needs. Alternatively, you might match personality types: for example, find a no-nonsense tutor for a child who has had disciplinary problems in the past. During the course of the program, you may want to change matches that are not working out. Do this with great care and diplomacy so that neither the child nor tutor feels rejected.

2. Volunteer Site Monitors

In recruiting, remember that you will need a special group of volunteers to serve as "site monitors" for the project. The site monitors should be highly qualified people who have excellent interpersonal and problem-solving skills. The monitors can be crucial in maintaining enthusiasm among volunteers and children, dealing with volunteer concerns, and making observations that can improve the program. They will be responsible for identifying inappropriate behavior by children or tutors, and are expected to immediately report any such findings to the program staff. Be sure to meet regularly with your site-monitors for information-sharing, even if problems don't arise. But don't leave all the responsibility on the shoulders of your site monitors -- project staff should consistently visit the tutoring site themselves to see how the project is progressing.

The monitor's specific duties may include:

1. Arriving early to set up.
2. Greeting students, volunteers, and parents.
3. Taking attendance, and filling in if an extra tutor is needed.
4. Problem-solving.
5. Being available for discussions with tutors, parents, or children.
6. Overseeing special events and projects.
7. Sending permission slips and other communications home with children for their parents.
8. Helping implement the evaluation process.

VOLUNTEER SIGN-UP FORM

Name:_____

Address:_____

Phone: Days(___)_____ Evenings(___)_____

Volunteers are needed at least one hour a week to tutor or assist in other program activities.

Yes, I will volunteer _____ hour(s) a week.

Please number in order of preference the tasks you would like to perform (1 = first choice, 2 = second choice, etc.).

Summer Academic Enrichment Academy:

Tutor	___	Make Snacks	___
Site Monitor	___	Assist on Field Trips	___
Speaker	___	Other	___
Storyteller	___		

School-year Tutorial Program:

Tutor	___	Make Snacks	___
Site Monitor	___	Assist on Field Trips	___
Speaker	___	Other	___
Storyteller	___		

General Program Support:

Public Relations	___	Volunteer Training	___
Fundraising	___	Office Assistance	___
Recruiting	___	Other	___

Best days to volunteer:_____

Best times to volunteer:_____

Please provide a current resume, or attach a separate sheet indicating relevant experiences and skills.

YOUR ORGANIZATION
ADDRESS
CONTACT PERSON'S NAME
TELEPHONE NUMBER

3. Volunteer Training

All volunteers must complete a training program before they can begin to tutor. This rule will help you maintain a uniform, quality program; training also provides an additional opportunity to screen volunteers. Using the implementation plan begun at the retreat, have your Volunteer Training subcommittee develop a training program.

To help you, NBCDI suggests you follow the training format set forth in our publication entitled, **Each One, Reach One: The Spirit of Excellence - Tutor's Manual.** The manual is divided into four major sections: 1) working with children; 2) understanding both how to discipline and encourage children; 3) building self-esteem in Black students; and 4) practical skills for tutoring. It also includes a suggested reading for students ages 5 through 15 years old.

Getting Started

- Create a three- to six-hour training program: this should be long enough to cover the basics. You may have to plan two sessions in order to thoroughly accomplish your goals.

- Schedule training at convenient times (evenings or weekends) and remind volunteers of the session through a phone call or postcard.

- Keep groups small to promote orderly discussions.

- Provide refreshments and snacks. Have displays of teaching resources on hand.

- Don't just lecture: offer role playing and instructional videos, or invite a seasoned tutor to discuss her experiences.

Training should include an orientation to your organization, and the goals of the Each One, Reach One: The Spirit of Excellence program. Introduce program staff and key volunteer leaders. Discuss the student profile and the types of problems these children are up against. Some of the children may need special attention beyond tutoring: discuss how to identify learning disabilities or medical problems, and how to refer students for outside help.

Each One, Reach One: The Spirit of Excellence welcomes <u>all</u> volunteers, regardless of race. To compensate for volunteers who are unfamiliar with African-American culture, you might want to offer a special training segment on cultural sensitivity. At the end of the training program, ask volunteers to sign a "contract" with the program to formalize the commitment.

Some tutors may be inexperienced with teaching young children. Provide everyone with a copy of NBCDI's **Tutor's Manual** for basic information concerning the tutorial curriculum. Provide resources for the tutors: appropriate books, educational games, and films. When

planning special educational activities and field trips, ask the tutors for ideas. If you have someone who works at a museum, perhaps he or she can get free passes, or a musician may be able to obtain complimentary tickets to a performance. Remind volunteers that certain program expenses (e.g., mileage) can be claimed as a tax deductible expense on their income tax return. Training cycles should be held throughout the year if you continue to develop new sites and recruit more participants.

4. Maintaining Volunteers

In order to keep volunteers in your program, you should maintain continual communication with them so you are aware of their experiences, both positive and negative. Schedule monthly "rap sessions" in which volunteers and program staff can discuss problems and brainstorm about solutions. (Be sure to keep the children's identities confidential.) Invite speakers to discuss educational issues, cultural issues, or other relevant subjects. Try to make special educational or psychological consultants available to tutors to help solve specific, individual problems.

Rewarding volunteers is a critical element in maintaining volunteers. Your tutors are giving valuable time to work with these children, and their time should be recognized and rewarded. Thank you notes are always appropriate. While tutoring can be a reward in itself, it is always special if you give volunteers small gifts inscribed with the Each One, Reach One: The Spirit of Excellence logo (e.g., tote bags and posters). These are available from NBCDI's national office.

If funds allow, NBCDI recommends sponsoring a banquet or reception where all volunteers are recognized. One or two volunteers who have made outstanding contributions may be spotlighted. Ask local celebrities or elected officials to attend to thank volunteers for their work. For a less expensive alternative, have a pot-luck picnic, and ask volunteers to invite their families. These events foster a sense of commitment to the project and a feeling of unity among volunteers.

If you have a newsletter, use it to publicly thank and spotlight special volunteers. If there are awards in your community for volunteers, be sure to nominate the best people from your program. If a group of volunteers are from a Greek organization, church, agency, corporation, or civic organization, you may want to present a certificate or plaque to the institution for display.

Local businesses may donate trips or other prizes for volunteer awards. Try to get a block of free tickets to a baseball game, an art exhibit, or a conference on children that you can make available to volunteers as a special benefit.

E. THE EACH ONE, REACH ONE: THE SPIRIT OF EXCELLENCE PROGRAM

1. Publicity

Publicity is a key element to your program's success. It is necessary for recruiting children and volunteers, institutionalizing your project in the community, and attracting funding and in-kind donations. People often assume that when a project is good, the community will know about it, but you must work at becoming well-known. Your publicity subcommittee should develop a variety of ways of promoting the tutorial project. Develop a core group of well-spoken volunteers who can make motivational speeches on behalf of the project. Create a sharp, professional-looking brochure or fact sheet to distribute which promotes the project and provides information about how to contact the office. Involve local media: have them visit the tutoring site for a hands-on look at what you are accomplishing; invite them to special events; and use them for public service announcements. In working with the media, remember that they are always looking for something new and interesting to report. Share inspirational anecdotes about the children and volunteers. Show the media how well your project represents the Black volunteerism movement.

2. Parental Involvement

Each One, Reach One: The Spirit of Excellence cannot be fully successful without the support of as many parents and guardians of participating children as possible. With parental support, children are less likely to have either attendance or "poor attitude" problems. As noted previously, your first contact with parents is important in establishing Each One, Reach One: The Spirit of Excellence as a credible and trustworthy program for young children.

Once children are enrolled, you must continue to work to keep parents' trust and respect. This requires frequent communication. Call parents to update them on their children's progress; schedule parent-tutor conferences, and invite them in for an informal chat when they drop-off or pick-up their children. You may even want to establish a parent advisory board to encourage more active parent involvement. Sponsor periodic workshops for parents to discuss ways to help their children learn, and to help parents negotiate their children's school system. At one church-based evening site, a parent support group met while their children were being tutored. Consider mailing parents a quarterly project newsletter which includes a relevant advice column for parents, or a monthly listing of free or low-cost events that they might attend with their children.

When you sponsor special events, be sure to invite the whole family. One NBCDI project sponsors an annual "Back to School Extravaganza" each August for parents and children to prepare for the beginning of school.

Some parents, if asked, may even be willing to volunteer themselves. Parents can help plan and chaperone events, prepare snacks, tutor other children, and help to recruit volunteers.

3. Program Content

Each One, Reach One: The Spirit of Excellence operates as a formal tutorial program during the school year. Tutors are expected to provide one-on-one educational assistance to children, though special group activities are also planned. Tutors assist children with their homework assignments, and provide special skill-building exercises in areas of weakness. Tutors must meet with the children at least once a week to maintain educational progress and foster a sense of continuity. These activities should be designed to help children to think creatively, and to master concrete concepts in order to handle abstract concepts and solve problems.

You should also sponsor group events to help children learn how to interact positively with other children and adults. In addition, cultural awareness activities will help children build an appreciation for the rich African-American heritage, and thus enhance their own self-esteem.

4. Summer Academic Enrichment Academy

NBCDI sponsors special Academic Enrichment Academies for **Each One, Reach One: The Spirit of Excellence** participants during the summer months. The Summer Academy includes some one-on-one tutoring, but is less structured than the regular school-year program. Here is a list of some possible ideas:

- Develop "resumes" which detail the children's activities.
- Have the children practice their creative writing.
- Make arts and crafts projects.
- Develop hobbies.
- Learn about African-American history.
- Have discussions about nutrition, safety, drug abuse, or fire prevention.
- Start a recycling project.
- Let children experiment with dance, musical instruments, and photography.
- Bring in storytellers and have a story hour.

- Encourage pleasure reading by sponsoring a competition and awarding prizes to those who read the most books over the summer.

- Expose children to other cultures: African, West Indian, Middle Eastern, or Asian.

- Review geography, spelling, and history; then sponsor a competition with prizes.

- Provide time out for team-oriented games and races.

- Do a community project that will benefit others.

- Visit an educational laboratory related to science.

- Take a field trip to a nearby museum with children's programs.

- Take trips to historical sites.

Use your creativity and contacts to develop activities which are both fun and educational. One Each One, Reach One: The Spirit of Excellence project sponsored a field trip at a boy scout camp for over 400 youngsters. Children received necklaces and a bead to string for each activity they undertook from canoeing to fishing to volleyball. The same project also helped children to host a fashion show of the tie dye outfits they made during the summer. Tie dying originated in Africa, and provides an excellent opportunity for children to learn basic science concepts while becoming more aware of African American culture.

5. Program Evaluation

Any successful project must be able to determine if it has accomplished what it set out to do. You need to know the answers to questions such as: How many children did you serve? How many people volunteered, and how many volunteer hours (tutorial and administrative) went into this project? How long did children and volunteers stay in the program? Have the children's attitudes been affected? And most importantly, how are they performing in school?

Everyone wants to be a part of a winning team. Your positive results will help sell the program to other children, volunteers, social service agencies, the school board, and the community. The evaluation will also help you improve your program by showing you where the program is effective and where you are still in need of improvement.

You will need to devise a system for collecting data early on in your program (see section on record-keeping). Alternatively, you could administer a questionnaire to parents, children,

or volunteers at the beginning and again at the end of the project to measure progress. Your primary goal is proving that you have helped the children. But don't set unrealistic goals. Years of academic trouble can't be erased with one three-month program. At the beginning look for more subtle signs of progress in the children: improved attendance at school, an improved attitude about school or their home lives, or an improved ability to trust others and form relationships.

Search for anecdotes to capture this behavioral progress. When a parent calls to report that her son or daughter seems to be getting along better with peers and teachers, write it down!

IV. CONCLUSION

NBCDI has created this manual to give you the tools to establish an outstanding tutorial project that will truly make a difference in the lives of Black children. We encourage you to stay in contact with us and let us know how your **Each One, Reach One: The Spirit of Excellence** program is progressing. The National Black Child Development Institute's National Office is prepared to provide technical support to your effort. We will continue to develop a variety of materials that will help you in your work and provide you with opportunities to share your work with others who are sponsoring similar projects. In this way we can all learn from each other.

Selected NBCDI Resources

African American Family Reading List, second edition, 1991. $3.00 each.

Community Empowerment: A Guide to Fundraising, 1988. $4.00 each.

Tutor's Manual, Second edition, 1990. $2.00 each

Each One, Reach One Tote Bags, $7.00 each.

The Spirit of Excellence Poster, $5.00 each.

Multiple order discounts are available for all the of the above resources.

ABOUT NBCDI

The National Black Child Development Institute (NBCDI), founded in 1970, is dedicated to improving the quality of life for Black children and families. NBCDI is the first national organization of its kind.

NBCDI focuses primarily on issues and services that fall within four major areas: health, child welfare, education, and child care/early childhood education. NBCDI monitors public policy issues that affect Black children and educates the public by publishing periodic reports and two quarterly newsletters, as well as convening an annual conference and other public education forums. The NBCDI affiliate network, comprised of hardworking volunteers from all walks of life, provides direct services to Black children and youth such as conducting tutorial programs, helping homeless children find adoptive homes, and sponsoring culturally enriching programs and activities.

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